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by the Library of Congress, to use the real name, is sometimes unfortunate—as in the case of Mark Twain, and Susan Coolidge (Woolsey); but I think the library just starting a catalog, should follow the Library of Congress just as far as possible, for form of name.

It seems to me that for current fiction it is just as well to make the cards on the type-writer, if an author slip has to be made, because sending for cards causes some delay in getting the books out. The Carnegie library of Atlanta uses no numbers for fiction, so, the cards do not take much time in the making.

We use the cards very extensively for subject analytics. The subject is filled in

in red, and just following publisher's date in imprint, the inclusive paging for material analyzed can be found. We use L. C. cards for the shelf-list.

After some further discussion on the size of card to be used, color of ink for subject headings, etc., the chairman asked for a report of the Nominating committee. Mr Jones reported for chairman Miss Agnes Van Valkenburgh, Milwaukee public library; for secretary, Miss Faith E. Smith, Sedalia (Mo.) public library, who were unanimously elected. The section then adjourned, to meet at the next annual meeting of the Association.

SULA WAGNER, Secretary.

## CHILDREN'S LIBRARIANS' SECTION

The meeting of the Children's Librarians' Section was presided over by Miss Alice M. Jordan, of Boston. The opening paper was given by Miss H. E. Hassler of Portland, Oregon, on the subject "Rules and regulations." The sub-topics were **Registration, Age limit, and Fines**. The speaker noted the importance of wise rules. The first time that the child really assumes any formal responsibility of citizenship is when he signs the register and agrees to obey the rules of the library; hence, whatever else the rules are not, they must be *just*. In the Portland library, when a child makes application for a card the librarian writes a personal note to the parent in order to come into friendly co-operation. A book register is kept, which the applicant signs, after his simple obligations have been explained to him. The name of the school is a useful item on the register. Membership in a children's department needs to be renewed at not too long intervals, possibly once a year, in order that track may be kept of the children. In charging books, it is important to put the book number on the card, otherwise the librarian has no record of the individual child's reading; she cannot

carry such records in her memory and cannot without them guide children's reading intelligently. The speaker advocated granting a card as soon as children could sign the register and use books. She discussed also the matter of leaving the children's room for the main library. At about 15 years of age a child may be considered old enough to be transferred. This is done somewhat formally in Portland. The last Friday of each month is designated for graduating members from the children's room. At that time each graduating member is introduced by Miss Hassler to the Chief of the circulating department, who explains location of books, lists, rules, etc., governing the main library. Fines should not be remitted except for some extraordinary reason. The librarian should not be a respecter of persons, but should sometimes give the borrower the benefit of the doubt. Rules must be made for the best good of the larger number.

Miss Hassler's paper was discussed by Miss C. S. Allen of Milton, Mass., who spoke on **Registration**. In Milton an alphabetical file of registration slips is kept instead of a book register. Instead of a letter to parents, a minor's certificate is used,

which must be signed by parent or guardian before card is issued. The registration slip records name of school, as well as name of parent, street, age, etc.

Miss H. U. Price, state organizer for Pennsylvania, discussed **Age limit**. In regard to the age for leaving the children's room, she advocated a gradual and partial transfer rather than a complete one, for two reasons: (1) otherwise many books must be duplicated in the general library and the children's room if an interchange of books is not allowed for, since a boy or girl under 15 years would want some adult books, and after that age would still enjoy some juvenile favorites; (2) if the transfer is gradual, the children's librarian can continue to exercise friendly supervision at a critical age.

Miss S. B. Askew, state organizer for New Jersey, spoke briefly on **Fines**, referring to the custom in some libraries of allowing the children to work out fines by doing errands, putting books in order, etc.

Miss Hewins said that in the Hartford library fines were not remitted, for even poor children had pennies for candy and similar uses. There, also, a parent must sign at the Library the child's application for a card.

Miss Jordan stated that in Boston the borrower's card was held for six months if a fine was unpaid. At the end of that time the fine was remitted.

In the second paper of the programme, Miss Mary DeBure McCurdy, Supervisor of library work with schools in Pittsburgh, Pa., spoke of

#### **METHODS TO BE USED BY LIBRARIES WORKING WITH SCHOOLS TO EN- COURAGE THE USE OF REAL LITERATURE**

The library and the school are cooperating. That this fact is true is best proven by a glance at the library publications of recent date.

There are certain well recognized methods of procedure which all agree to be conducive to the best results and success

of this movement. Classroom libraries and miscellaneous collections of books are sent to schools, pictures are loaned, stories are told and books are read by library visitors, lists of desirable books for boys and girls and lists for collateral reading are printed, bulletins and posters give all possible information concerning new books, there are teachers' reading lists, talks to principals and teachers, exhibits of school work at libraries, special talks on library methods, card catalogs, and reference books, at the school or library; branch libraries have been established in the schools, special help is given to the children in the reference room as an aid to school work, systematic training in library methods and courses in children's literature are offered in the normal schools. Time would fail me to recount the devices that have been and are employed to beguile teachers and pupils to come with us that we may do them good. Yet, the subject assigned me for this hour indicates that "there remaineth yet much land to be possessed."

As a result of the widely differing systems of instruction and no systems followed by the schools in the United States, there must be wide difference in the methods of work employed by libraries in their efforts to reach the schools of their cities. To be effective this work must be adapted to the peculiar needs and conditions, not only of each place, but of each separate school, for the schools of a single city may present every degree of advancement from the school of poor equipment and worse teaching force, to that which is all that can be desired in the excellency of its management and in its equipment.

Inasmuch as we all are more or less conversant with these orthodox lines of work, it has seemed best not to discuss them in this paper, but to pass on to the general educational principles that are the basis of the work and toward which our methods should tend. What are the boys and girls, especially the girls, reading besides the popular new fiction that finds its way into their homes very frequently

from the counter of "latest books" in the department store? It is true, that some children do read widely and well, but I refer now to the mass of children who are in the library's sphere of influence *in the school*. Fiction will be read, girls oftentimes read nothing else, but shall we make no effort to develop taste for aught beyond this? Do we find that even a small proportion of school children leave the grade schools with any real decided love for books aside from a good story? Not that this love of a good story is to be decried, by no means would we be so understood. Much of the best literature for children is fiction, but are we doing all that can be done during the formative period of school life when conditions present the best opportunities for influencing young people?

It is a fact that since this library has been working in the schools pupils of the fourth and fifth grades are reading what nine years ago were treasures open to the seventh and eighth grades. When boys and girls reach this limit, what are we to give them? It is a problem, but it is an inspiring one. Surely we are reaping the harvest of years gone by. Scott, Cooper, Dickens, Hawthorne, Irving, and the poets of America; these have been called for during the past year as never before. Many of the best things of the English poets have been read, though there yet remains the teacher who devotes her time and energy to "only American books, written by American authors born on American soil, fired with American fire, and kindled by American oil (petroleum)."

Juvenile fiction is not sufficient. The range of adult fiction is limited and the feeling grows that this, probably, is the time and place to develop and secure a taste for biography, history, travel, and poetry, for which, alas, so few have taste and inclination. The question is, is the library work in the schools accomplishing for these upper grades what we should expect in view of the definite work done from the primary grade through the entire course? Courses of study generally require several poems and a single book of

the representative American and English poets and authors. The average pupil reads these because he must, often with little interest and less enjoyment. It is a part of the woe to be endured and undergone in order that he may be educated.

How can this taste for literature be cultivated except through interest and where can such interest better be awakened than in the classroom where history is studied, where geography must be taught and where, alas, with all our talk of methods, too often is committed the crime of humdrum recital of detail, when there should be active interest and wholesome pleasure which tend to profit? Pleasure and profit can be secured through the intelligent use of library books of travel, stories of men and places, biographies, and histories that are the choicest examples of literary style, books which are not in the province of the school to buy but which it is the duty of the library to provide for its reading public; biographies and essays, political speeches and letters, that impress the personality of the nation's leaders and give breadth of knowledge of historical and geographical facts, and most important of all, create in the minds of the children, an earnest desire for and a lively appreciation of literature. Let it be clearly understood that this use of literature is not to take the place of the actual teaching of the truths of the subjects as taught by text books, but that there may be introduced, wherever it is possible in the studies of the course, books of distinct literary merit which bear upon the subject, these to be used entirely for their literary value. I would correlate literature with every interest of the child, that is, "wise correlation that allows literature to be treated primarily as such and only secondarily as aiding other studies." Some one says, "When used for literary purposes they (the works) must make their appeal to the imagination and the sympathies. Nothing should be done to weaken or destroy these effects." I do not mean to use Tennyson's "Brook" to teach geography or to arouse geographical interest, but I would teach

the period of the civil war and the events leading up thereto from the biographies of Lincoln, his letters and addresses and state papers, because they give the subject vital interest and at the same time acquaint the students with literary masterpieces. I would have every boy and girl find the story of the French and Indian war as thrilling and romantic as any novel and enable him to share his delight in Cooper's red man with Pontiac and "The Oregon trail." A teacher recently remarked, "Parkman is attractive to seventh and eighth grades. I have tried it."

Pupils have both the ability and the interest for such work. It is done in many schools, but sad to say, the teacher of one text-book is yet in the land. The *library in the school* has the opportunity to lay the foundation of such character that it will bear the superstructure that the man may wish to build. It requires pupils of ordinary intelligence, the library books, a well ordered course of study and teachers who know and love good literature. When credit is given at school for books read in connection with lessons, an advance has been made against the old and all prevailing notion that studying lessons and reading books, other than text books, must be frowned upon by the zealous teacher. A list of books asked for by a teacher of science, includes Wordsworth's Poems, Burroughs' "Ways of nature," Quayle's "God's out of doors," Torrey's "A rambler's lease," Skinner's "With feet to earth," Mable's "Under the trees," "The Kentucky cardinal" and "Aftermath," "Little rivers," "The song of the cardinal" and Thoreau's "Walden," "Summer" and "Winter." These books furnished by the library are intended for the general reading of the class in connection with the technical work and the pupils read them. Payne in his recent book on the "Education of teachers", says, "The studies whose special value lies in the fact that they are catholic, or breadth-giving, are geography, history and literature, hence, the teacher who would endow himself with a proper frame or attitude of mind should addict

himself in an especial manner to these three subjects."

Here, then, is the place for our strongest effort, to awaken to life the teacher who neither knows nor cares to know books, least of all, children's books, for unfortunately such teachers do cumber the ground. I believe that what library work with schools needs most of all is the active interest of the individual teacher in every school. It is not sufficient for a teacher to know about books—she must know the books.

About three weeks ago a teacher requested me to send her story books for her pupils, "not histories of Ireland and such." For two years past, books had been refused by this teacher because of her difficulty in taking care of them. She experienced a change of heart because in an examination asking for titles or books that were desirable to read, great was her dismay to find that names of books had been invented by those boys and girls who read nothing and hence knew nothing about real books. The nearest approach to a genuine title was "Mrs Wigg and the cabbage." I am of the opinion that this teacher has been won for all time to the library cause. A writer on education says, "It is just as important for the teacher to know the education value of literature as for a physician to know the therapeutic value of quinine. Under the conception that education is a process of growth taking place through nurture and exercise, studies become food and discipline, and to prescribe them wisely, one needs to know their several values."

It is announced as the aim of a certain high school in its literary course to read for pleasure and wide acquaintance with authors, the purpose not to fix a pupil's attention upon details of style but to broaden his knowledge of authors and to enlarge his enjoyment of books: to read widely and swiftly, to interest him in literature. Why should not this be the aim of the elementary schools in the study of English? No hard and fast line can be drawn between works especially suited for

either the elementary schools or the high schools. We know that pupils in the grades read early in their course the classics required in college entrance examinations. It is this wider knowledge of literature from the standpoint of pleasure, before pupils begin the critical study in secondary schools that we should seek to bring about. There is a tendency to fall away in the upper grades owing to pressure of other studies. Inasmuch as the excessive demands of the college entrance examinations in foreign languages oblige a large proportion of students in secondary schools to take a modified course in English, is it not possible to aid the pupils in the higher grades of the elementary schools to wider acquaintance with the best books and their authors? It is the opinion of an authority on English, that the attempt to reform English studies has begun at the top. There is complaint on the part of the college against the high school. The real source of the trouble is to be found in the primary and elementary grades. The years spent in these grades are vital in making or marring a child's literary taste. There must be first, appreciative reading which, through sympathy, will bring the reader into closest possible contact with the mind of the writer. Later, the critical study, but without the former, the appreciation of literature will be formal rather than genuine and vital. It is a mistake to substitute the remarks of critics for acquaintance with the works themselves. It must be remembered that the large proportion of students do not enter the secondary schools, hence, it is imperative that the widest opportunity be given them in their preparation for life while they are in the elementary school.

Hear what prominent educators have to say to us. "The uplifting of the democratic masses depends upon the implanting at schools the taste for good reading." "The work in each grade is to be done by the teacher in the light of the course as a whole and according to the final ends aimed at." "The supreme aim of literary and linguistic training is the formation of

character. This includes and transcends all other aims, and it is because it is an aim which can be more effectively realized by Literature and Language than by any other study, that Literature by almost common consent must hold the central and dominating place in our school curriculum." "Make happiness one of the distinct aims of education, and to this end the mind must be supplied with knowledge which will yield mental satisfaction or intellectual delight." "The teacher who would guide her pupils in the fields of literature, must herself frequent the paths in which she desires other feet to tread." "Books well chosen are next in importance to the teacher in the equipment of the school." Our books then are secondary—the *sine qua non* is the teacher. "How can an inanimate mechanical gerund grinder foster the growth of anything; much more mind which grows, not like a vegetable (by having its roots littered with etymological compost) but like a spirit; through kindling itself at the fire of living thought? How shall he give kindling in whose inward man there is no live coal but all is burnt out to a dead grammatical cinder?" Personal work with teachers, then, is the essential for library success in the schools. To keep burning the live coal, as well as to kindle the fire that burns not. No one needs incentive and inspiration more than the teacher who is zealous in this work. It is ours to bring to him all that we can to the end that he may become "noble and gracious, the friend of truth, justice, courage, temperance." To make ourselves familiar with the work of teachers and to be conversant with all their interests, especially along professional lines. Payne's "Education of teachers," Chubb's "The Teaching of English" and a similar book by Carpenter, Baker and Scott, are full of suggestions to one who is engaged in work with teachers. To put ourselves on the teacher's side is to achieve our purpose. To make each teacher through a lifting of the intelligent horizon "the spectator of all time and of all existence" that through his zeal

in learning the youth of the land be made "curious to learn and never satisfied." There is an old Grecian story to the effect that the great ones of a certain place were once presenting themselves before Zeus that the greatest one should be crowned. In the company that had assembled to witness the honor bestowed, their teacher was also present following up with interest the fortunes of his pupils. To the surprise of all and most to himself, who was not a candidate for the honor, Zeus announced, "Crown the faithful teacher, for he is the greatest of all, for *he made them all great.*" Were a similar decision to be made to-day, in the light of modern methods of education would not the all wise Zeus bestow the laurel chaplet upon the librarian for he is making possible the teacher's greatness?

Miss Effie Power, Library instructor in the Cleveland normal school, emphasized the need of instructing the teachers them-

selves in children's books and in the use of the library.

An interesting paper on "Poetry for children" was prepared by Miss Mary W. Plummer of Pratt Institute, and in her absence was read by Miss Jordan.\*

At the business meeting of the Section, officers chosen for the coming year were Miss Hannah Ellis of Madison, Chairman, and Miss Mary Dousman, of Milwaukee, Secretary. The Chair appointed two persons to fill vacancies on the Advisory board; Miss L. E. Stearns, of Wisconsin, and Mrs A. S. Ross, of North Carolina.

The paper read at the general meeting of the Association on behalf of the Children's librarians' section by Miss Alice M. Jordan on "The Use of Children's books" is printed on p. 175.

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\* Published in volume 9 of "Self-culture for young people" edited by Dr A. S. Draper.